

**REPORT OF STATE LEVEL CONFERENCE OF
EDUCATIONAL ADMINISTRATORS TO DEVELOP
PLAN FOR IEDC IMPLEMENTATION
UTILIZING PIED EXPERIENCE**

14- 15 JUNE 1994

Venue : SCERT, New Delhi

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1994

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Introduction:

In order to achieve the goal of universalisation of Primary Education (UPE) and to prepare the general education system to meet the challenge of 'Education For All' (EFA) , it is essential to bring those children within the educational net work, either formal or non-formal, who are out of it, and are hampering our way in achieving desired goal. In 1987 the NCERT alongwith UNICEF and GOI planned a project with financial assistance from UNICEF to strengthen the centrally sponsored scheme of Integrated Education for Disabled children (IEDC), which was transferred to MHRD in 1983 from the Ministry of Welfare. Optimally utilising the facilities provided under IEDC, additional input was provided from UNICEF to experiment education of disabled children in regular schools in remote rural blocks and difficult areas. Initially it was started in six states, selecting one rural block as project area and later on it was expanded to two more states. With the success achieved in eight rural blocks, in 1990 the project was expanded to two more difficult urban slums of Delhi and Baroda. The over all experience of implementation of PIED in rural blocks and urban slums was encouraging. In order to utilise PIED experience in five states i.e. Mizoram, Orissa, Haryana, Maharashtra and Delhi, where external evaluation of project was done in the first phase, a two day state level conference of Educational Administrators was proposed under PIED activities. This conference for Delhi educational administrators was organised from 14-15 June 1994.

2. Objectives:

The following objectives were formulated for this conference

- i) To discuss Composite Area Approach for IEDC implementation
- ii) To share PIED and IEDC experiences in Delhi
- iii) To share findings of external evaluation of PIED in Delhi
- iv) To discuss modifications and changes required in PIED
- v) To find out effective ways of IEDC implementation utilizing PIED experiences
- vi) To discuss salient features of IEDC scheme 1992
- vii) To prepare guidelines for IEDC implementation in Delhi jointly by Delhi Administration, MCD, and NDMC
- viii) To enlist recommendations for IEDC implementation.

3. Participation

The PIED coordinator, PIED Project Officer, MCT teachers from PIED Pockets, Assistant Education Officers, MCD, Deputy Education Officer, NDMC, Sr Lecturers, NDMC,, IEDC Cell members from Delhi Administrations, Social Workers, itinerant

Counsellor, Counsellor incharge EVG Bureau, Lecturers^{of} SCERT of Principals of DIETs and incharges special education in DIETs experts from NIEPA and NCERT attended the conference. In all 38 persons participated. List is given in Annexure V

4. Duration and Programme

The duration of the conference was two days (from 14-15 June 1994). The programme included the presidential address by Dr G.L Arora, Director, SCERT. It was followed by the objectives of the programme by the coordinator Dr (Mrs) Y.A. Azad, the Joint Director, SCERT. Dr (Miss) Shakti Kapoor welcomed the delegates and thanked the chair. After inaugural session the composite area approach adopted in PIED, was discussed, after discussing the objectives of PIED. Status report of PIED was presented by the coordinator Mr R S. Saini and the findings of evaluation study of PIED were shared with the participants by Dr. Y A Azad. Guidelines for improvement of PIED were worked out in groups by the participants. On the second day the scheme of IEDC was discussed and status report of IEDC was shared with participants by Dr Padam Nabh Vasudeva of Delhi Administration, EVG Bureau. Four groups were formed to finalise guidelines for IEDC implementation using PIED experience in Delhi. For detailed programme, kindly see annexure I

5. Expected Outcomes:

The following outcomes were expected at the end of each day of conference

Day one: Salient features of Composite Area Approach status of PIED in Delhi, Modification/Changes in PIED on the basis of findings of external evaluation of PIED, Guidelines for improvement of PIED

Day two: Salient features of the scheme of IEDC - 1992, Status of IEDC in Delhi, Preparation of guidelines for IEDC implementation using PIED experiences, Recommendations for effective implementation of IEDC in Delhi

6. Conference Transaction

The transaction in the conference followed presentation of concepts, discussion and group work

6.1 Individual Readings

- (1) Executive summary of External evaluation Study of PIED
- (2) Composite Area Approach
- (3) Plan of Action of IEDC implementation jointly prepared by Delhi Administration, MCD and NDMC

- (4) The Scheme of IEDC 1992

6.2 Group Work

- (1) To work out implications of PIED in IEDC implementation
- (2) To prepare guidelines for IEDC implementation utilising PIED experience in Delhi Administration Schools, MCD and NDMC schools
- (3) Role of SCERT and DIETs in IEDC
- (4) Support required from other agencies like NCERT, NIEPA, MHRD, DRCs and NGOs.

7. Plenary

The PIED, its objectives and findings of external evaluation study were shared. Status reports of PIED and IEDC in Delhi were also shared. Groups were formed and group tasks were defined and expected outcomes for each group work were specified before group work. Recommendations and guidelines were formulated at the end.

8. Medium of the conference

The conference was conducted in Hindi, using transparencies in English.

9. Conference Outcomes

Sessionwise transaction and outcomes were as follows:

9.1 Inaugural Session

The Joint Director, SCERT, Dr (Miss) Shakti Kapoor extended welcome to all the participants, NCERT representative, Director SCERT and resource person from NIEPA.

Dr. (Mrs) Y A Azad, Coordinator of the Conference explained the need of IED and PIED. She highlighted the objectives of the conference and the task to be completed during the two days of the conference. She briefly discussed the role of MHRD, UNICEF and NCERT in PIED implementation. Success stories from other states were also shared with the participants.

Referring to the need of this conference she requested the participants to give practical suggestions and prepare guidelines for successful implementation of IEDC in Delhi. The outcomes to be achieved during this two day conference were also specified.

The Director, SCERT, Dr G L Arora welcomed the delegates and expressed his gratitude to NCERT for organising this important conference at SCERT. He expressed

his desire to host such important conferences at SCERT, so that the academic staff of SCERT can also participate in programmes of national importance and can time to time assist state level functionnaires in IEDC implementation.

Dr. Arora recalled the constitutional obligation of UPE and the commitment of NPE 1986. He further stated that in 1990 Universal Declaration of Rights of the child was proclaimed. In this declaration it was resolved that each child will be provided comparable quality of education, for all round harmonious development. He further laid emphasis on UPE and said that it would be essential for us to enlist the causes why all the children in a particular community/area are not attending the schools. There are children of disadvantaged group, SC/ST children, children from rural blocks and hilly areas and girls who are out of school system in large number. Children having mild and moderate disabilities have special learning needs, children with severe and profound impairments have different problems in learning. Until we cater to the needs of all disabled children in regular schools in integrated set up or in special self contained classes we can not achieve the goal of EFA.

Dr. Arora further emphasised the role of SCERT and DIETs in IEDC. He said that this type of conference is needed badly for effective implementation of IEDC, specially in Delhi, where Delhi Administration is implementing IEDC and MCD is involved with PIED. If a joint venture is made in collaboration with Delhi administration, MCD and NDMC the scheme of IEDC would be a success.

Dr (Miss) Shakti Kapoor, Joint Director, SCERT thanked the Director SCERT and NCERT official and stressed the need to look into Indian History for getting motivation for education of handicapped.

9.2 Project Integrated Education for Disabled (PIED)

Programme Coordinator Dr. Y.A. Azad explained the need of implementing PIED. The PIED was implemented in 1987 with the support of MHRD and UNICEF funds to develop and demonstrate context specific strategies for UPE. The PIED was started with the objectives -

- a To increase enrolment of disabled children in general schools so that they can be educated with other children
- b To improve retention of disabled children in general schools through improved educational facilities by way of curriculum adjustment and adaptation of instructional methods and materials to their needs.
- c To improve achievement of disabled children at (a) and (b) above

- d. To develop context specific delivery modalities to achieve the objectives (a), (b) and (c)

Later on after implementation its objectives were modified as:

- (a) To prepare general education system in demonstration sites to achieve the goal of education for all children including those with disabilities.
- (b) To develop an attitude of acceptance for children with special needs in the classroom
- (c) To improve achievement of children including children with special needs in the demonstration site

- (d) To develop context specific modalities to achieve the objectives (a) - (c) above
- The main features of the PIED were as follows

The main features of the PIED were as follows

- 1 Stress on the development of capability in the general education system to meet special needs including those arising out of physical and intellectual impairments through staff development and organisational support to general schools
- 2 Microplanning following composite area approach to ensure educational provision for all children taking education block as the unit of planning (Jangira and Mukhopadhyay, 1987; and UNESCO, 1989)
3. Development of context specific operational modalities in diverse contexts representing different terrains and population scatter (sparsely populated areas in hilly terrain and in desert areas, compact population in rural areas, and compact population in urban slums); infrastructural facilities like health, welfare, child development, labour etc); and the adaptability of the administrative and bureaucratic system to innovative change) Eight blocks, one in each of the two project corporations, represent ten district contexts
- 4 The project areas have been selected in comparatively much difficult contexts. The rural areas are sub-district levels and even urban slums are the most difficult areas for education. The reason for selecting difficult contexts is simple. If workability of the design model(s) can be demonstrated in difficult contexts, it is easier to convince administrators and practitioners that it is possible to take care of education of all children, including those with special needs, in general education system. It is really a challenging task to develop functional modalities in these areas
- 5 Development of capabilities in the general education system to meet special

needs has been visualised through development of manpower within the system the reason is that few practitioners and professionals from outside are willing to serve in difficult contexts, particularly in rural and remote areas This disadvantage was converted into an advantage by way of equipping the manpower available in the general education infrastructure in project areas.

The manpower development strategies adopted under the project were as follows -

- Five day orientation of all the general teachers of the project block

- Six weeks inservice training to about 10% of these teachers.

- One year diploma in Multicategory Training in Special Education to 8 - 10 selected teachers of a project block in one year

-In urban slums of Delhi and Baroda six weeks training was omitted because of the proximity of the institutions and ready availability of support from other trained colleagues

The following questions and issues were raised during discussion and the clarifications were made

Question/Issue	Discussion/Clarification
1 How were the project areas selected?	Remote rural blocks were selected where rate incidence role of disabilities was higher
2 Why remote areas were selected?	To prove that if IED can work in rural blocks, it is not difficult to impleement it in urban areas where facilities are available
3 How disabled children were identified?	Through door-to-door survey conducted by teachers and through identification check lists used by the teachers in schools
4. Was the identification done by teachers was reliable?	The teachers were given training for identification and for survey In most cases identification was correct

9.3 Composite Area Approach:

In PIED Composite Area Approach was adopted . The resource person Dr (Mrs) Sudesh Mukhopadhyay, Fellow NIEPA highlighted salient features of CAA She discussed the need of this approach The total process discussed by her and followed in PIED implementation is given in Annexure II

9.4 The PIED in Delhi : A status report

Mr R.S Saini, Coordinator, PIED, MCD shared his PIED experiences in Delhi and its present status The PIED started in MC Delhi in 1990 in difficult slum areas of Kalyanpuri Trilokpuri and Khichripur In 1991 it was expanded to Inderpuri pocket and in 1992 to Wazirpur Pocket In 1993-94 PIED pockets have been included in Education for All programme The following table shows the picture of PIED in MC Delhi

PIED - MC Delhi

Year	1990	1991	1992	1993-94	
Pocket	Kalyanpuri, Khichripur, Trilokpuri	Inderpuri	Wazirpur	EFA	
Schools	43	20	23	142	
Teachers Training	428	356	277 + 37 + 97	--	
MCT Training	10	12	4	--	
ARC	9/7	5/4	5/3	--	
Households surveyed	32,017	17,106	17,648	1,00332	
Disabilitywise No of Children					
VI	139	89	205	63	68
HI	249	119	240	90	131
OH	550	302	294	283	367
MR	107	89	72	99	117
LD	207	79	33	35	12
Total	1250	678	844	570	635

9.5 Findings of External Evaluation of PIED

Dr. (Mrs) Y.A. Azad shared with participants the major findings of external evaluation of the Project IED. The participants were provided with the executive summary of the study. The findings were discussed in the light of ten objectives of the evaluation study laid down by the evaluator. The details of the findings are given in Annexure III.

9.6 Modifications/Changes suggested in PIED

During Evaluation of PIED certain issues have emerged which need immediate action for better implementation of PIED. Dr. (Mrs) Y A Azad discussed these issues and participants were divided into groups. The following guidelines emerged from group reports

1. Strengthening of administrative support to PIED should be ensured
2. General teacher preparation programmes should be strengthened and enriched in content of special education.
3. The above point '2' leads to restructuring manpower in PIED.
4. Area specific models should be implemented. Planning should take into account the strengths and limitations of the project area.
5. Survey of the project area should be comprehensive and disabled girls should also be covered
6. Assessment reports on the schedule developed by the NCERT should be available in the project area for reference
7. Children who require corrective measures should not be labeled as disabled. Labelling should be correct and according to the norms given in the scheme of IEDC
8. PIED's Composite Area Approach should be followed in adjacent areas of PIED.
9. A Handbook of guidelines to implement the CAA must be provided to PIED and IEDC functionaries
10. The Multicategory training in Special Education course should include more practical sessions

9.7 The Scheme of IEDC - 1992:

During the first session of the conference on 15.6.94 Dr. (Mrs) Y A Azad explained the Scheme of Integrated Education for the Disabled Children 1992, in detail. The aims & Objectives, implementing agencies, scope, procedure for implementation were explained. Various facilities for disabled children, special teacher support, appointment of special teachers, training of general staff, facilities for resource room

discussed
 were also by her. Various proformas given in scheme for different purposes and the proforma for financial assistance under the scheme of IEDC were discussed at length.

9.8 Present Status of IEDC in Delhi

In the second session Dr P.N Vasudeva, Itinerant Counsellor, IEDC programme presented the progress report of the IEDC programme implementation in Delhi. He presented the data regarding number of schools, number of beneficiaries and expenditure incurred in IEDC programme since 1976 till 1993 - 94. The data indicated that the number of schools and number of beneficiaries has an increasing trend. He also provided the information regarding the present staff status under IEDC and the progress of IEDC programme in 1992 - 93 and 1993-94. The data were as follows

IEDC at a Glance (Delhi Administration)

S No	Year	No of School	No of Beneficiaries			Expenditure Incurred
			Male	Female	Total	
1	1976-77	4	--	--	--	16,500 00
2	1977-78	4	16	5	21	42,884.00
3.	1978-79	5	33	7	40	74,684 00
4	1979-80	5	34	9	43	85,000 00
5.	1980-81	7	44	18	62	1,36,784 99
6	1981-82	7	58	17	75	1,53,204 00
7	1982-83	7	53	21	74	1,76,666.00
8	1983-84	10	79	17	96	1,89,974.34
9	1984-85	21	85	25	110	1,71,157 35
10.	1985-86	31	99	30	129	2,63,000.80
11	1986-87	31	117	42	159	2,67,267 00
12	1987-88	33	135	50	185	4,27,754 00
13	1988-89	33	--	--	--	--
14	1989-90	78	119	46	165	3,97,896 75
15	1990-91	78	137	59	196	4,49,267.00

16	1991-92	138	165	101	266	5,25,354.00
17	1992-93	138	—	—	—	—
18	1993-94	141	—	—	—	—

Disabilitywise Coverage

Category	1992 - 93		Total	1993-94
	Male	Female		
VI	3	1	4	2
HI/SI	10	6	16	6
MR	5	1	6	9
OH	63	70	133	80
Total			159	97

Present Staff Under IEDC

Part-time Coordinator	1
Itinerant Councillor	1
Social Worker	1
Special Education Teacher	7
Attendants	2
Resource Teachers	2

Posts Recommended for Creation

Post	Scale
Assistant Director (Edn)	Rs 3000-4500
Co-ordinator (Psychologist)	Rs. 2000-3500
Special Educator	Rs 1640-2900
Stenographer	Rs 1200-2040
L D.C.	Rs. 950-1500

9.9 Difficulties faced by IED Cell in Project implementation

1. There is no regular Administrative Cell
2. The present IEDC staff does not get salary in time. Funds for their salaries have not been released for the past two years.
3. Funds for IEDC are not released in time by MHRD.
4. Number of resource teachers is very limited
5. Special teachers are not getting special pay.
6. There is no common forum to share IEDC planning, implementation and difficulties with higher authorities
7. MHRD does not entertain train staff of IEDC and higher authorities are hard pressed for time to see MHRD
8. Special aids and equipments for resource room are difficult to procure because of lengthy process.
9. There is need of special Education Kit for resource centre
10. Assessment of disabled through Delhi Administration hospitals takes a long time

10. Recommendations and Guidelines

During the third session groups were formed to prepare action plans and suggest guidelines in their particular field. Four groups were formed.

1. Guidelines for Improvement of PIED
 2. NDMC plan for IEDC implementation
 3. IEDC implementation in DIETs
 4. SCERTs support for strengthening IEDC
 5. Joint planning of IEDC implementation by Delhi Administration
- The recommendations of all the five groups are as follows:

10.1 Improvement of PIED - MC Delhi.

1. For conducting door to door survey teachers should be trained and given Rs. 2/- per household
2. Area Resource Centres in PIED should be provided with funds for developing learning material and to meet contingent expenditure
3. Level-I training of teachers for five days should be given by DIETs.
4. PIED infrastructure should help IEDC implementation
5. The PIED activities should be part of EFA programme.
6. Area resource centres under PIED should be utilised for EFA and IEDC.
7. Funds should be available to MCD for implementing IEDC.
8. IEDC implementation should be jointly done by MCD, NDMC and Delhi Administration using PIED experiences
9. Supervisory staff and top level authorities including finance and planning

commission personnel should be oriented regarding IEDC.

10.2 NDMC Plan for IEDC implementation

There are four DEOs in NDMC total 106 schools come under NDMC control. The DEO, NDMC Mr. Nand Lal Arora prepared guidelines for IEDC implementation using PIED experience. Some important guidelines are as follows

- 1 All efforts should be made to bring children of 6 - 11 years age group within the educational network.
- 2 House to house survey should be conducted by teachers after receiving training for this purpose
- 3 Schools in the areas where number of disabled children is more should be selected.
4. Training material should be developed apart from the existing material available with MCD and IEDC Cell
- 5 Training of teachers for IEDC should be organised at NDMC Training Centre.
- 6 One teacher from each school should be trained as resource teacher by RCE Ajmer.
- 7 Context specific learning material should be developed for children with the help of experts
- 8 Some trades under vocational and work experience programme should be identified for disabled.
- 9 MHRD funds should be utilised for establishment of resource centres
10. School health Services should be utilized for assessment of disabled
- 11 Community awareness and parent training should be encourage for effective IEDC programme.

10.3 IEDC Implementation in DIET

Some recommendations made by the group are as follows

- 1 Resource room should be established in every DIET to assist the nearby schools.
- 2 Programmes for Orientation of community members and parents from the lab-area on special education should be organized in DIETs.
- 3 More weightage should be given to special education during orientation programmes of assistant teachers
- 4 Level I training should be provided to assistant teachers in DIETs.
- 5 Special Education should be introduced in PSTE as a compulsory paper
- 6 IEDC programme should be reflected in the document of DIETs.
7. Material should be developed on special education in DIETs for community members, parents and teachers working in integrated schools

10.4 SCERT's support for strengthening IEDC

The group recommended following.

A. TRAINING

- 1 Awareness and sensitization programme for Educational supervisors on IEDC
Duration - 2 days
- 2 Five days Programme for key persons (NDMC, Supervisors, MCD, Delhi Admn , DIETs, SCERT)
- 3(A) District-wise five days Orientation Programme for General category of teachers of senior secondary schools
- (B) Identification of teachers for MCT training 20 teachers from each district (20 x 5 = 100)
- 4 Allocation of one session on IEDC in all INSET programmes organised by SCERT.

B. MATERIAL DEVELOPMENT

- 1 Preparation of modular lessons for visually handicapped (Braille) at secondary stage in collaboration with National Institute for Visually Handicapped, Dehradun
- 2 Development of subject-wise teaching material for Multi category teachers training in various impairments (MR, VI, HI, & SI) in Hindi

Groups	SCERT	1	D V Singh
		2	Dr P S. Ram
		3	Dr S Kiran
		4	Mrs P R Verma
		5.	Sh G.S. Sehgal
		6.	Sh S N Saxena

10.5 Delhi Administration IEDC Cell:

Recommendations of the Group are as follows

- i Multicategory Training should be given to some teachers of the schools under IEDC besides using the talent of Level-I and MCT Teachers with MCD under PIED.
- ii Area Resource Centres (Resource Rooms) should be established by NDMC, Delhi Admn. and MCD besides utilizing ARC services with the MCD, ARCs will be utilized by all the disabled children of the area
- iii IED Cell should be established at MCD, NDMC and Delhi Administration to properly monitor their respective schools
- iv Composite Area Approach being implemented by MCD (PIED) should be adhered to wherever possible

IEDC should be extended to all the existing and proposed pockets of PIED with a provision of more staff

Joint Programme of Action should be prepared and implemented for 'Education of the Handicapped'

Joint Monitoring Committee should be formed with the officers from NDMC, MCD and Delhi Admn

Timely Joint Action should be taken for an early release of funds from MHRD

IEDC Cells should be strengthened by more trained staff to meet the increased demand

Resource Material developed under PIED should be utilized for IEDC and joint efforts should be made to develop more resource material.

Joint Efforts should be directed to retain the talent developed under PIED to run IEDC with increased responsibilities.

General Recommendations of the Conference

NCERT should provide a common forum for MCD, NDMC, Delhi Administration and representatives of NGOs involved in IEDC to exchange views at least once or twice a year

(Action : NCERT)

NCERT should provide resource material and develop a special Education kit for all the disabilities.

(Action: NCERT, MHRD)

A pannel of doctors/specialists should be identified by Health Ministry, which would fix date and time for assessment of disabled children.

(Action: Health Ministry)

In the absence of medical assessment functional assessment should be considered valid for admission of disabled in schools.

(Action MHRD, NCERT).

The resource material developed by the NCERT should be made available to IEDC Cell and SCERT The SCERT is ready to take 10,000 copies of resource material.

(Action NCERT)

The Department of Education should be headed by professionals

(Action : Govt of India)

A resource centre for special education should be set up at SCERT

(Action : SCERT, NCERT)

In all pre-service and in-service programmes IEDC component should be incorporated

(Action : NCERT, SCERT, TTIs, DIETs)

The MCD should provide data regarding disabled children to Delhi administration so that they can take care of education of disabled after class V.

(Action : MCD, Delhi Admn)

The IEDC should be a joint responsibility of Education sector and joint plan should be implemented (one plan is given in annexure IV)

(Action :NCERT, MHRD, Delhi Administration, NDMC, MCD).

Orientation of Supervisory staff, top level officers, finance and planning commission personnel should be organised by NCERT, NIEPA etc for IEDC

(Action: NCERT, NIEPA).

Regional College of Education, Ajmer should be informed to admit teachers from Delhi to their MCT Course

(Action: NCERT, RCE Ajmer)

The RCE Ajmer and NCERT should provide academic support to IEDC in Delhi.

(Action Delhi Administration, MCD, NDMC, NCERT, RCE, Ajmer)

12.1 Programme Schedule

State Level Conference of Educational Administrators of Delhi for implementation of IEDC using PIED Experiences.

(14 -15 June, 1994)
Venue. SCERT, New Delhi

14.6.1994

9 30 a m	Registration
10 00 - 11 00	Inauguration
	- Welcome
	Dr (Miss) Shakti Kapur
	J.D. SCERT
	- About the Programme+
	Dr.(Mrs) Y A. Azad
	Programme Coordinator,
Reader,NCERT	
	-
	Presidential Address
	Dr G.L. Arora, Director, SCERT
	-
	Vote of Thanks
	Joint Director, SCERT
11 00 - 11 15	Tea/Coffee break
11 15 - 11 30	Objectives of PIED
	- Dr. Y.A Azad
11 30 - 12 30	Composite Area Approach
	- Dr.(Mrs) Sudesh Mukhopadhyaya
	Fellow, NIEPA (R.P)
12 30 - 1 00	PIED in Delhi
	Mr. R S. Saini, Coordinator, PIED, MCD
1 00 - 2 00	Lunch Break
2 00 - 3 00	Findings of Evaluation Study of PIED
	- Dr. Y.A Azad
3 00 - 3 15	Tea/Coffee break

3 15 - 3.30

3 30 - 4 30
(Group Work)
4 30 - 5.00
discussion
15.6.94

9 30 - 10.30

10 30 - 11 30

11 30 - 11 45

11 45 - 1.00

1.00 - 2 00

2 00 - 3 00

3 00 - 3 30

3 30 - 3 45

3.45 - 4 30

4 30 - 5 00

General discussion on modifications
and changes required in PIED -
Dr (Mrs.) Y.A. Azad
Guidelines for improvement of PIED

Presentation of group reports and

The Scheme of IEDC- 1992

- Dr (Mrs.) Y A Azad

Status Report of IEDC in Delhi

- Dr P N Vasudeva, Delhi Admn

Tea/Coffee break

Implementation of IEDC utilizing, PIED
experience (Group Work)

A PIED, MCD Group

B Delhi Administration IED group

C DIET group

D SCERT group

E Individual work by DEO, NDMC

Lunch Break

Presentation of group reports

Finalisation of recommendations

Tea/Coffee break

Validictory

Presentation of recommendations

Concluding report

Vote of thanks

TA Disbursement

12.2 Composite Area Planning

- Dr (Mrs) Sudesh Mukhopadhyaya, NIEPA (R.P.)

According to UNESCO (1989) composite conveys the concept of integrated services in terms of the (a) selection of the size of area for planning services and (b) also the comprehensive nature of the package of services (prevention, identification, assessment, preparation, educational provision and rehabilitation) These services are to be planned within the framework of an area's existing structure, with a provision for augmentation wherever needed. It requires the cooperative endeavour incorporating the efforts of local officials from different departments, local branches of NGOs and the local community. The mobilization of local resources, combined with assistance from other agencies, strengthens composite area planning.

It may be mentioned here that though inter-sectoral linkages have been talked about from Third Five Year Plan onwards its importance in the context of services for disabled is of immense value and an underlying necessity. It is easily said that done in practice. The constraints have been well expressed by the report of the planning commission (1984) in the following paragraph

" In the way the district administration has grown in our country and in the context of the various alleviation programmes that are being undertaken for achieving redistribution with growth, considerable functional fragmentation has occurred at the district level --- separate guidelines for these area programmes exist and each programme carries with it, its own rigidities, staffing pattern and pattern of financial allocations and implementation. In this context the task of district planning is to coordinate these disparate efforts into a consistent framework ---. The best that could be done under the circumstances and in the short run is to nest their planning activities into the overall district planning framework ensuring necessary linkages and infrastructural support needed for these programmes --- In the due course the planning undertaken for such small areas in a fragmented fashion must disappear and all planning activities at the district level must be unified. It is only in this way that effective establishment of appropriate intersectoral complementarities could be ensured" (p 23).
Messages for Planners and Administrators

With the needs of the disabled on one hand and the planning needs and constraints on the other, the planners and administrators at all the levels need to be oriented to the concept of composite Area Planning and strategies need to be worked out for translating misconceptions into action.

ent must be fixed with responsibility
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Findings of External Evaluation Study of PIED in Delhi

The PIED was evaluated by an external agency at the instance of UNICEF in the five project states in the first phase. The findings of the study under 10 objectives of the study are as follows

Objective 1: Increasing the enrolment of Disabled children in general schools

- 1 The PIED has increased the enrolment of disabled children
- 2 Not only mildly disabled, but severely disabled children too are served in PIED
- 3 Delhi still have to serve disabled children left behind
- 4 The enrolment of disabled girls is more than disabled boys, as disabled boys are attending special schools in Delhi
5. Number of orthopaedically handicapped children is more than children with other disabilities
- 6 Many disabled children are over-aged

Objective 2: Improving the Academic achievement of disabled children

- 1 The disabled children perform at par with non-disabled children in PIED pockets
- 2 The PIED does not seem to influence the achievement of non-disabled children

Objective 3: Improving the retention rate of disabled children

- 1 Absenteeism is low among disabled children. It ranges from 10% to 34.3%, and does not exceed from 10% in any case
- 2 The dropout rate is remarkably low among disabled children. It has not exceeded from 6%
- 3 Support received from non-disabled children is also a contributing factor for the retention of disabled children.
- 4 The positive attitude of teachers and parents of disabled children about education is also one reason for high retention rate

Objectives 4: Sensitizing Teachers, Parents and Communities of the Needs of Disabled Children and the Potential for their Integration in Mainstream Primary Education

(A) Sensitizing General Teachers

- 1 There is tremendous awareness about education of disabled children among general classroom teachers

- 2 Majority of the teachers co-operate well in implimenting PIED
- 3 Majority of the general teachers indicate that they are becoming better teachers by teaching disabled children. *
- 4 Majority of the general teachers expressed that admission of disabled children has nothing to do with the completion of the syllabus, the syllabus can be completed well in time.
5. Majority of the general teachers, indicate that the presence of mentally retarded children in general classroom slows down the tempo of teaching

(B) Sensitizing Special Teachers

1. The special teachers are committed. They want to serve as resource teachers rather than general classroom teachers
2. Resource teachers are willing to work even if the special pay of Rs. 150/- is withdrawn

(C) Sensitizing Heads of Institutions

- 1 Heads of the PIED schools in general are supportive of integrated education for disabled children
2. The heads of institutes consider that resource teachers and general teachers both are essential for successful IED.

(D) Sensitizing Parents

1. Parents of disabled children in the PIED have more acceptance for integrated education than the special school setting.
- 2 51% of the fathers and 72% of the mothers of disabled children are uneducated
- 3 Most parents are earning less than 10,000 per annum.
4. Parents of non-disabled children do not have any objection for disabled children studying in general schools
- 5 Many parents know the causes of disabilities
- 6 Parents indicate that PIED has positive impact on community

(E) Sensitizing communities

- 1 Community awareness is generally good
- 2 Due to total community involvement the PIED is successful.

(F) Attitude of Disabled children and non-disabled children

- 1 The interaction between disabled children and non-disabled children is good
- 2 The non-disabled students have favourable attitude towards education

- 3 Non-disabled feel that they find it difficult to give company to disabled children during physical education periods.
- 4 Both disabled and non-disabled children are ready to help each other and their relationship is cordial

Objective 5: Up- grading the knowledge and skills of teachers in effectively integrating disabled children in primary schools.

- 1 The LT I given to all general teachers is found useful. It is better if the duration of this training is extended from 5 days to 10 days.
- 2 LT III is preferred by special teachers However, there is dissatisfaction among teachers about the quality of this training Very little practice is given in practical skills
- 3 MCT teachers need to attend atleast one inservices course once in two years in the area of specialisation
4. It is highly desirable that the project team mebers also undergo MCT course so that they can provide academic guidance as well

Objective 6: Developing Simple Assessment and Teaching/learning material

- 1 The assessment procedure vary from state to state
- 2 There are many children who have been labelled as disabled children whereas they are not disabled, they have some learning difficulties
- 3 Mislabelling of children is seen in almost all the project states
4. Functional assessment check lists developed by the NCERT are used well in Mizoram than in any other state.

Objective 7: Selective Supply of Material for Demonstration Purposes - Their Priorities and use

1. The aids and applicances supplied by UNICEF are found to be useful They are main attraction in most of the PIED programmes
- 2 General teachers are also using these aids and toys for normal children

Objective 8: Strengthening Linkages with other Governmental Departments

- 1 Inter-departmental linkages (welfare, health, ICDS etc) are generally good. The support of DRCs and ICDS workers is well acknowledged by the project team
2. The project team has created a sound awareness among public about prevention of disability, early identification of disability etc with the help of DRC, hospitals and NGOs Although NGO involvement was found inadequate

Objective 9: Strengthening Technical support, Supervision and Research

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1. Project officers are full time and they are providing all support to the project. Project team co-ordination is good

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Objective 10: Efforts/Inputs Towards Long Term Capacity Building of Various Levels of functionaries/Institutes/State in sustaining and replicating PIED programme.

1. The PIED is supposed to strengthen IEDC programme. In Delhi there is no link between these two programmes
2. The composite area approach is very effective
3. The PIED is cost effective than the IEDC
4. Efforts of incorporating PIED in the existing IEDC should be made

12.4 Programme of Action for IEDC Implementation in Delhi

Following points explain the programme of Action relating to effective implementation of the 'Education of the Handicapped' during the eight plan

A. Expansion of Education for the Handicapped

- (I) Integrated Education for Disabled children (IEDC) will be extended to all the composite model schools under the Directorate of education and (a) the schools catering to the area under the 'project Integrated Education for Disabled (PIED) being run by the MCD in three blocks i.e 1 Karol Bagh (20 schools) 2 Rohini (23 schools) 3 Trans Yamuna (43 schools) for approximately six hundred students) will be included under IEDC scheme
- (II) MCD has completed a survey under the 'Education for All (EFA) including the disabled children in XII of its Block
(Action MCD)
- (III) NGOs will be encouraged to help in implementation of the scheme IEDC in rural areas and resettlement colonies specially in assessment, providing aids & equipments, creating awareness etc
(Action IED Cell, EVG Bureau and PIED MCD)

B. Resource Support to All the Disabled Children under the Scheme IEDC and PIED

- I Setting up of Resource Rooms in one school in each zone for the use of handicapped children of the area
- II Training of teachers from schools where the scheme IEDC is going on will be arranged by EGV Bureau and in collaboration with MCD, NCERT, Institutes for physically handicapped, NIPCCD, NIVH, etc Experts will be asked to deliver lectures relating to the education of Handicapped in programmes organised by these Institutes for the training and orientation of teachers and other staff Resources available with MCD will be fully utilized.
- III All the EVG counsellors will be provided training in dealing with disabled children and their parents as per point 4.11 1 of POA 1992.
- iv NIEPA will be requested to conduct programmes for educational administrators to make them aware of the needs of the disabled
- v NGO's will be contacted and involved in the education of the handicapped. An inventory of the NGO's working in the field of disabled will be prepared Expertise of the NGO's e.g. Balvantray Mehta Vidya Bhavan, CERRD and others will be utilized for integration of handicapped and services for their families

- vi. Administrative staff and project officers will be given special education training with the help of NCERT, NIEPA, NIPCCD, etc.
- vii. Parents groups and 'community education' groups will be formed as a family support system
- vii. SCERT will be requested to provide Resource Faculty in each DIET
- ix. Educational toys and disabilitywise accessories will be provided to schools under the scheme IEDC
- x. Nursery teacher training Institutes and DIETs to have a component of training regarding identification and handling of the disabled alongwith creating awareness among the trainees. Such Institutes will be asked to utilize expertise of EVG Bureau & MCD

(Action IED cell EVG Bureau, PIED, MCD & EXam cell, DTE. of Ed.)

C: Special Vocational subjects and Training

- i. A survey will be conducted to know the vocational needs of disabled children
- ii. Recommendations of the survey will be sent to vocational education branch to start need based vocational subjects in schools
- iii. Training facilities will be provided to the disabled children in TTIs. Directorate of technical education will be requested in this regard
- iv. Directorate of technical education and ministry of labour will be requested to provide vocational training through the craftsman training scheme, apprenticeship training scheme and vocational rehabilitation centres
- v. Efforts will be initiated to reserve 3% seats for disabled children for admission to ITIs under various schemes
- vi. Voluntary organisations working in the area of vocational education and training for the handicapped will be encouraged
- vii. On the basis of recommendations of the survey need for opening special schools under the Directorate of Edu will be assessed and necessary action initiated

(Action IED cell, EVG Bureau, DTe of technical Edn Deptt of Voc Edn and Ministry of Labour.)

D. Awareness Programme

- i. NGO's will be encouraged to launch awareness programmes for students, teachers, parents and educational administrators
- ii. Lectures, essay competitions, poster competitions and exhibitions will be organised with the help of NGO's.
- iii. NGO's working in other educational activities will also be encouraged to work for the education of the Handicapped also. These will be assisted in developing their expertise

- iv Mass media will be effectively used. Radio and television departments will be requested to encourage regular telecast and broadcast of programmes on special education.
- v Newspapers will be requested to publish articles for community awareness as well as educational and training facilities available for disabled children
- vi. NGO's will be encouraged to distribute handouts, brochures etc for creating awareness among the masses about the special needs of disabled children.

(Action: IED Cell EVG Bureau, AIR , Doordarshan, DAVP.)

E. Policy Decision on Curriculum Adjustment

- i Central Board of Secondary Edn. will be requested as per recommendations of the survey
- ii Guidelines for adjustment of curriculum and instructional material and methods for visually and hearing handicapped at primary level will be obtained from NCERT and action initiated on its implementation
- iii CBSE will be requested to make adjustment and adaptations in examination for handicapped children
- iv Study of more than one language should not be compulsory for deaf children The matter will be taken up with CBSE

(Action IED Cell, EVG Bureau, CBSE, PIED, MCD)

F. Development of Instructional Material

- i. Various teacher training programmes will be utilized to prepare disabilitywise instructional material
- ii NIVH, Aliyavar Jung National Institute for Hearing Handicapped, National Institute for the Mentally Handicapped, NCERT, NIPCCD, etc will be requested to supply special learning material and aids.
- iii An inventory of the special learning materials and aids will be prepared.
- iv Research activities to improve the disabilitywise instructional material may be undertaken by NCERT and Delhi University

These institutes will be requested to undertake research in this area

(Action: IED Cell, EVG Bureau, PIED, MCD, NCERT, Delhi Uni Jamia Millia Islamia)



G. Inter Departmental Monitoring Cell:

I An IDM Cell will be set up under the Director of Education to monitor and coordinate various activities being undertaken for the educational of the Handicapped by MCD, NDMC, SCERT, NITTI's and Delhi Schools.

1. Asstt. Director (one post)
2. Psychologist/coordinator (One post)
3. Special Educator (one post)
4. Stenographer (one post)
5. L D.C. (one post)

Administrative cell will be set up in MCD and NDMC as per the guidelines provided by the Govt. of India, Ministry of HRD Deptt of Education

12.5. List of Participants of State Level Conference of Educational Administrators To Develop Plan for IEDC Implementation Utilizing PIED Experiences

14th - 15th June, 1994

Venue: State Council of Educational Research and Training, New Delhi

- 1 Dr J R Das, Asstt Education Officer(South), MCD, Green Park, New Delhi
- 2 Mrs Prem Lata Kataria, AEO, Shahadra, South, Delhi
- 3 Mr Nandlal Arora, Deputy Education Officer, Education Deptt NDMC
- 4 Mrs S Dahiya, Asstt Education Officer, Rohini Zone, MCD, Keshavpuram
- 5 Mr. V K Monga, Sr Lecturer of Science, NDMC School of Science and Humanity Education, Tughlak Crescent , Tughlak Road, New Delhi - 110011
- 6 Mr. R.P Verma, Principal, DIET, Bholanath Nagar, Shahadra, Delhi
- 7 Dr (Miss) Shakti Kapoor, Principal, DIET, Motibagh, Incharge, JD, SCERT, New Delhi
- 8 Mrs Iffat Faridi, Lecturer (PSTE), DIET, Motibagh, New Delhi
- 9 Mrs Sudesh Kumar, Lecturer, DIET, Motibagh, New Delhi
- 10 Mrs Pushpa Vashist, Project Officer, PIED, Ahata Thakur Das, Sarai Rohella, New Rohtak Road, New Delhi - 5
11. Mr R S Saini, Project Co-ordinator, PIED, Research and Extension Centre, Ahata Thakur Das, Sarai Rohella, New Rohtak Road, New Delhi - 5
- 12 Mrs P R Verma, Senior Lecturer, SCERT, New Delhi
- 13 Mr G S Sehgal, Senior Lecturer, SCERT, New Delhi.
- 14 Dr (Mrs) Sushma Setia, Lecgturer, SCERT, New Delhi
15. Dr R K Dabas, Sr Lecturer, SCERT, New Delhi
- 16 Mr D V Singh, Lecturer, SCERT, New Delhi
- 17 Dr Padmanabh Vasudeva, Ininerant Councillor, IEDC, EVG, Bureau, Plot nO 3, Link Road, Karol Bagh, New Delhi - 5
- 18 Mr Rajmuni, Counsellor, EVG Bureau, Plot No.3, Link Road, Karol Bagh, New Delhi - 5
19. Mrs Sadhna, Social Worker, IEDC, EVG Bureau, Plot No 3, Link Road, Karol Bagh, New Delhi - 5
- 20 Mrs Neena Alagh, Counsellor, Incharge, EVG Bureau, Plot No 3, Link Road, Karol Bagh, New Delhi -5
- 21 Mr Vivek Kumar Gautam, Resource Teacher, PIED, Kalyanpuri Area, Resource Centre, Delhi

- 22 Mrs K Kapoor, AEO, Trilokpuri, MCD, New Delhi
- 23 Mrs Santosh Sahija, Resource Teacher, MCT, Kalyanpuri, New Delhi
- 24 Miss Saroj Nagar, Steno-typist, Project PIED, DTESE, NCERT
- 25 Mrs Shyama Ranjan, Lecturer SCERT, New Delhi
- 26 Mrs. Shefali Rai, Lecturer, SCERT, New Delhi
- 27 Mr Satpal Singh, Lecturer, SCERT, New Delhi
- 28 Mrs Shanti Debas, Lecturer, SCERT, New Delhi
- 29 Dr R.B Pathak, Lecturer, SCERT, New Delhi
- 30 Mrs R D. Saxena, Lecturer, SCERT, New Delhi
- 31 Mr R P Sharma, Lecturer, SCERT, New Delhi
- 32 Mr S K Jain, Lecturer, SCERT, New Delhi
- 33 Mr G R Mishra, Lecturer, SCERT, New Delhi
- 34 Dr Tara Singh Anjan, Lecturer, SCERT, New Delhi
- 35 Dr P S Ram (Resource Person), Lecturer, SCERT, New Delhi
- 36 Dr (MRs) Sudesh Mukhopadhyay, Resource Person, Fellow, NIEPA, New Delhi
- 37 Dr (Mrs) Y A Azad, (Programme Co-ordinator) Reader in Special Education DTESE. NCERT, New Delhi
38. Dr G L Arora, Hon Course Director, Director, SCERT, New Delhi